

Malcolm C Hursey Elementary

4542 Simms St.
N. Charleston, SC 29406

Grades	PK-5 Elementary School	
Enrollment	374 Students	
Principal	LaDene Conroy	843-745-7105
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	36	52	13

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 8 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Below Average	N/A
2003	Below Average	Below Average	No
2004	Below Average	Unsatisfactory	No
2005	Unsatisfactory	Unsatisfactory	No

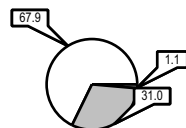
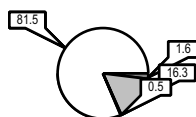
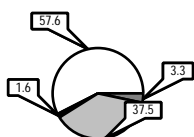
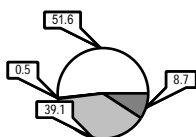
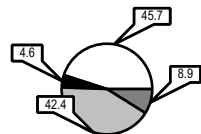
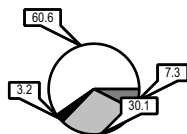
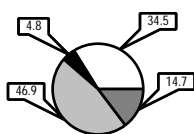
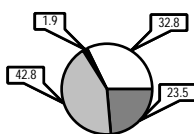
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	229	98.7	53.2	37.9	8.4	0.5	13.7	No	Yes
Gender									
Male	129	97.7	61.0	29.5	9.5	0.0	13.3		
Female	100	100.0	43.5	48.2	7.1	1.2	14.1		
Racial/Ethnic Group									
White	24	95.8	22.2	66.7	11.1	0.0	16.7	I/S	I/S
African American	196	99.0	57.2	35.5	7.2	0.0	12.0	No	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	172	98.8	48.6	41.5	9.2	0.7	15.5		
Disabled	57	98.3	66.7	27.1	6.3	0.0	8.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	229	98.7	53.2	37.9	8.4	0.5	13.7		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	224	98.7	53.5	38.0	8.0	0.5	13.4		
Socio-Economic Status									
Subsidized meals	209	99.5	55.1	37.5	7.4	0.0	12.5	No	Yes
Full-pay meals	19	94.7	28.6	42.9	21.4	7.1	28.6		

Mathematics – State Performance Objective = 36.7%									
All Students	229	98.7	58.9	36.3	3.2	1.6	8.9	No	Yes
Gender									
Male	129	97.7	60.0	34.3	2.9	2.9	9.5		
Female	100	100.0	57.6	38.8	3.5	0.0	8.2		
Racial/Ethnic Group									
White	24	95.8	33.3	66.7	0.0	0.0	5.6	I/S	I/S
African American	196	99.0	62.7	33.7	2.4	1.2	7.8	No	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	172	98.8	52.8	40.8	4.2	2.1	11.3		
Disabled	57	98.3	77.1	22.9	0.0	0.0	2.1	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	229	98.7	58.9	36.3	3.2	1.6	8.9		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	224	98.7	59.4	36.4	2.7	1.6	8.6		
Socio-Economic Status									
Subsidized meals	209	99.5	61.4	35.8	1.7	1.1	6.8	No	Yes
Full-pay meals	19	94.7	28.6	42.9	21.4	7.1	35.7		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	229	98.7	82.1	15.8	1.6	0.5	2.1
Gender							
Male	129	97.7	82.9	14.3	1.9	1.0	2.9
Female	100	100.0	81.2	17.6	1.2	0.0	1.2
Racial/Ethnic Group							
White	24	95.8	66.7	33.3	0.0	0.0	0.0
African American	196	99.0	84.9	13.3	1.8	0.0	1.8
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	172	98.8	79.6	17.6	2.1	0.7	2.8
Disabled	57	98.3	89.6	10.4	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	229	98.7	82.1	15.8	1.6	0.5	2.1
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	224	98.7	82.4	15.5	1.6	0.5	2.1
Socio-Economic Status							
Subsidized meals	209	99.5	84.7	13.6	1.7	0.0	1.7
Full-pay meals	19	94.7	50.0	42.9	0.0	7.1	7.1

Social Studies							
All Students	229	98.7	68.9	30.0	1.1	0.0	1.1
Gender							
Male	129	97.7	67.6	31.4	1.0	0.0	1.0
Female	100	100.0	70.6	28.2	1.2	0.0	1.2
Racial/Ethnic Group							
White	24	95.8	50.0	50.0	0.0	0.0	0.0
African American	196	99.0	71.7	28.3	0.0	0.0	0.0
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	172	98.8	67.6	31.0	1.4	0.0	1.4
Disabled	57	98.3	72.9	27.1	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	229	98.7	68.9	30.0	1.1	0.0	1.1
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	224	98.7	69.0	30.5	0.5	0.0	0.5
Socio-Economic Status							
Subsidized meals	209	99.5	71.0	28.4	0.6	0.0	0.6
Full-pay meals	19	94.7	42.9	50.0	7.1	0.0	7.1

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	46	97.8	14.6	46.3	36.6	2.4	39.0
	4	59	100.0	46.3	42.6	11.1	N/A	11.1
	5	78	100.0	65.1	30.2	4.8	N/A	4.8
	6	55	98.2	70.2	27.7	2.1	N/A	2.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	53	100.0	46.3	41.5	12.2	0.0	12.2
	4	82	98.8	46.3	41.8	10.4	1.5	11.9
	5	94	97.9	59.2	35.5	5.3	0.0	5.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	46	97.8	31.7	56.1	12.2	N/A	12.2
	4	59	100.0	48.1	44.4	5.6	1.9	7.4
	5	78	100.0	61.9	33.3	4.8	N/A	4.8
	6	55	98.2	70.2	23.4	6.4	N/A	6.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	53	100.0	58.5	39.0	0.0	2.4	2.4
	4	82	98.8	62.7	26.9	9.0	1.5	10.4
	5	94	97.9	52.6	46.1	0.0	1.3	1.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	53	100.0	82.9	14.6	0.0	2.4	2.4
	4	82	98.8	76.1	20.9	3.0	0.0	3.0
	5	94	97.9	85.5	13.2	1.3	0.0	1.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	53	100.0	82.9	17.1	0.0	0.0	0.0
	4	82	98.8	50.7	46.3	3.0	0.0	3.0
	5	94	97.9	75.0	25.0	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 374)				
First graders who attended full-day kindergarten	83.6%	Down from 100.0%	100.0%	100.0%
Retention rate	5.5%	Up from 1.0%	3.9%	3.0%
Attendance rate	93.7%	Up from 93.5%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.1%	Down from 8.9%	6.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.1%	Down from 8.9%	5.7%	3.2%
Eligible for gifted and talented	1.7%	Down from 2.1%	4.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.3%	Up from 12.0%	8.0%	8.2%
Older than usual for grade	1.3%	Down from 2.6%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 30)				
Teachers with advanced degrees	50.0%	Down from 58.6%	50.0%	52.6%
Continuing contract teachers	63.3%	Down from 75.9%	77.3%	83.3%
Highly qualified teachers	85.7%	Down from 92.0%	91.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 8.0%	3.0%	0.0%
Teachers returning from previous year	75.0%	Down from 78.7%	83.0%	87.0%
Teacher attendance rate	91.4%	Down from 94.6%	94.9%	95.0%
Average teacher salary	\$43,397	Down 0.3%	\$40,366	\$41,703
Prof. development days/teacher	15.5 days	Up from 14.8 days	14.4 days	12.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 22.2 to 1	16.3 to 1	18.8 to 1
Prime instructional time	82.2%	Down from 85.3%	88.8%	89.8%
Dollars spent per pupil*	\$6,271	Down 2.8%	\$7,524	\$6,242
Percent of expenditures for teacher salaries*	71.3%	Up from 70.1%	63.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We really need and appreciate your continued interests in our children's future. Education will largely determine what their future will be. It is critical that we work together in helping our kids to grow physically, emotionally, as well as academically. As we work collaboratively, our boys and girls will become scholars in their own rights and be stellar citizens.

While serving as Principal at Hursey Elementary, I have had the opportunity and pleasure to work with many dedicated and devoted educators, parents, and community members. We have shared the common goal of contributing to the academic success of all children. This is commendable and in keeping with the vision of the "No Child Left Behind" legislative act.

Hursey Elementary School's Report Card provides you with an overview of where we are as a school. I invite you to read it carefully. As a school, our focus is on continuous improvement. We have developed strategies to motivate higher student performances. More of our students are now scoring Basic and Proficient on PACT than last year in both Language Arts and Math. Our staff has become better qualified through staff development, and we have placed more state-of-the-art computers into our students' hands to assist them in training for the work force.

We have a very challenging assignment ahead of us. We believe that our children can, with the proper assistance, become lawyers, doctors, etc. We have diligently sought, and received two major grants. These grants provide the necessary staff development, materials, and structure to help us achieve continuous improvement.

We realize that education is a journey, not a destination. Therefore, we know that we have much to do and a long way to go to help our children reach their full potential. There are many obstacles. Negative behavior and attitudes, for examples, continue to be distractions. Research shows that children do not learn effectively when they either distract themselves or others with inappropriate behavior. The solution must involve all of us. If we are united, our children will benefit. To assist in this effort, we now have the following resources in place; a full-time Student Concern Specialist; a full-time Mental Health Consultant; a full-time Guidance Counselor; a Computer Technology Assistant; two Literacy Coaches; a Parenting Assistant; and two, three-year grants - America's Choice and Project Read.

Our children's academic future is in our hands. Let the journey continue.

Dr. Dorniece Butler, Principal

Ms. Jenifer Mahanes, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	26	74	41
Percent satisfied with learning environment	50.0%	81.9%	71.8%
Percent satisfied with social and physical environment	44.0%	76.7%	63.4%
Percent satisfied with school-home relations	33.3%	77.8%	58.5%

*Only students at the highest elementary school grade level at this school and their parents were included.